



St Anne's Catholic Primary School

URN: 147135

Catholic Schools Inspectorate report on behalf of the Bishop of Hexham & Newcastle

04 February 2026 – 05 February 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

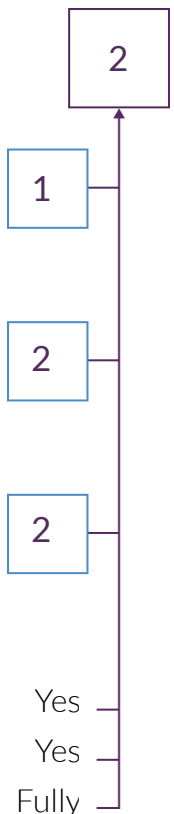
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Yes

Yes

Fully

What the school does well

- St Anne's Catholic Primary School is a nurturing Catholic school where pupils feel happy, safe and valued, and view the school as a rich and welcoming environment in which they can flourish.
- Parents, carers and grandparents speak highly of the school, recognising its fully inclusive ethos and its role as a champion of the community, supporting and serving families with dedication.
- Leaders are passionate in their ambition for every pupil, striving to 'build the team from the inside out' and to be the heart of the community.
- The presentation of pupils' books is exemplary and reflects the high value placed on religious education across the school.
- Pupils show great reverence and respect in prayer and liturgy including those not of the Catholic faith.

What the school needs to improve

- Implement a systematic and well-planned programme of enrichment activities to enhance the creative provision within religious education.
- Ensure that all religious education lessons provide appropriate challenge and consistent opportunities for deeper thinking for all pupils.
- Ensure that the monitoring and evaluation of prayer and liturgy are rigorous and clearly identify next steps, securing sustained positive impact.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

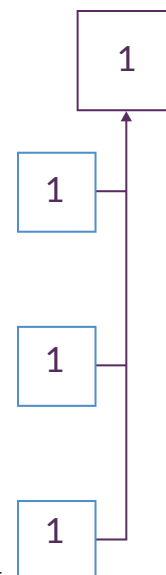
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are central to the Catholic life of this school and know they belong to an overtly Catholic community. The joyful way they work and play together reflects their commitment to creating an inclusive family where everyone in St Anne's Catholic Primary School is respected as a person made in the image of God. As one pupil leader explained, 'We mirror Jesus in everything that we do.' Pupils speak warmly about the care they receive from staff, regardless of their strengths or challenges, and as a result they feel loved, welcomed and empowered. Older pupils, including Mini Vinnies and faith ambassadors, take pride in leading responses to Catholic social teaching, organising initiatives such as regular food collections for Joe's Place and other charitable causes.. Pupils' understanding of the theology behind the principles of Catholic social teaching is inconsistent throughout school. They recognise that they have a voice and that their opinions are valued and acted upon. The strong family ethos and high expectations contribute to excellent behaviour, with pupils demonstrating a clear understanding of right and wrong, tolerance and forgiveness. One parent commented that the school, 'operates like a family.'

Christ is clearly at the heart of the school, where the whole community is welcomed with warmth and dignity. The mission statement, 'Working together in faith, learning and love,' is prominently displayed and lived out across the school. Staff are deeply committed to the school's mission, supporting those most in need through fundraising initiatives and practical help for families facing financial hardship, including free wrap-around care and regular

uniform drops. They are exemplary role models who consistently place pupils' needs first. As one member of staff shared, 'We are one big family at St Anne's... we all have our own gifts and use these gifts to create a loving school environment.' Staff feel well supported by leaders and by one another, and relationships across the school are very strong. Pupils and families from all cultures are celebrated, with an interfaith week that highlights religions from around the world. Parents of other faiths are welcomed into school to share their traditions, enriching pupils' understanding and respect. The most vulnerable pupils are supported sensitively and effectively by all staff, including teaching assistants. The school environment is vibrant, colourful and rich in Catholic identity, something pupils value and take great pride in. Relationships education meets diocesan requirements and is delivered with great sensitivity to the needs of families.

Leaders, including governors, are passionate and purposeful in their work, with a clear and ambitious vision for Catholic education. The executive headteacher and head of school lead by example and are strong witnesses to the school's values. Their deep commitment is recognised by all stakeholders, particularly parents, carers and grandparents. One parent commented, 'This is a great school with strong leaders, and I really feel that my children are thriving.' Links with the parish are beginning to strengthen through the involvement of the new parish priest, who praised the positivity and can-do attitude evident within the school. Leaders and governors share a firm commitment to ensuring the centrality of Catholic life, although current monitoring and evaluation processes do not provide the level of detail needed to drive further improvement. Staff new to Catholic education are well supported to develop their knowledge and skills, which they value highly and which fosters shared aspiration across the school. Leaders are inspirational and continually strive to be the best they can be; all parties are united in wanting, 'each and every child to flourish and be the person they are meant to be.'

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

2

Provision

The quality of teaching, learning, and assessment in religious education

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

2

2

Pupils of all ages enjoy religious education and approach their lessons with interest, enthusiasm and a genuine desire to learn. As a result, behaviour in lessons is excellent because pupils are fully engaged. From the earliest years, pupils at St Anne's demonstrate good knowledge and recall of scripture and can make clear links to prior learning. Through the use of 'big questions' and opportunities to revisit previous learning, pupils express their opinions confidently and reflect thoughtfully on the views of others. One pupil explained, 'There are no right or wrong answers; we think deeply and express our feelings.' Pupils are beginning to connect scripture with their moral choices in daily life, with Year 4 pupils, for example, linking the Penitential Rite to how they should live out their faith. Parents praise this approach and value the passion their children show when discussing what they have learned in religious education. Pupils produce work of a good standard and take pride in the high quality and presentation of their books. They can explain teachers' marking procedures, and some feel challenged by the 'next step' questions; however, this level of challenge is not yet consistent across the school.

Teachers are committed to the value of religious education and actively seek to develop their subject knowledge while creating opportunities for pupils to learn and respond in a variety of ways. Teachers make consistent use of the Ten Teaching Techniques across all year groups to support high-quality learning. Questioning is used effectively across the school to enhance pupils' understanding and deepen their thinking. In Year 1, for example, high-quality

questioning enabled pupils to discuss and understand the concept of suffering, linking it to Jesus' death. Teaching in religious education is well paced, with thoughtful adaptations that ensure all learners are appropriately supported. Teachers celebrate pupils' work in religious education, and relationships within classrooms are very positive. Resources are used effectively, and additional adults provide strong support for pupils who require extra help. Teachers make meaningful connections between faith and life, with Year 5 pupils relating the Last Supper to the weekly act of receiving Communion. Older pupils are encouraged to ask questions that help them consider how their learning shapes their lives. Most teachers use 'next steps' comments well to support further progress; however, this level of challenge is not consistent, meaning some higher-attaining pupils are not always stretched effectively.

Leaders and governors are committed to ensuring that religious education is recognised as a key subject within the school and receives appropriate time, resourcing and funding. The syllabus is a faithful expression of the *Religious Education Curriculum Directory*. The curriculum is structured to support progressive learning. Parents receive regular, ongoing updates about their child's progress, with one parent stating, 'It is great to hear their passion when I ask what they have learned in religious education.' Although there have been some examples of enrichment and creative opportunities in religious education, these are not yet consistent or strategically planned. The subject leader has an excellent level of expertise, and staff value the opportunity to draw on her knowledge to support their own understanding. There have been extensive opportunities for professional development for all staff, particularly those new to Catholic education, resulting in a more informed and confident workforce. Leaders carry out regular monitoring activities, including book scrutinies and lesson observations, and the impact of this can be seen in the development of the subject. Governors contribute to the monitoring and evaluation of religious education through learning walks and discussions with staff. Pupil voice also forms part of the school's evaluation processes, and actions have been identified in response to their feedback.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

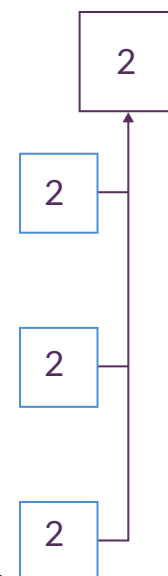
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils respond well to the opportunities provided for prayer and liturgy at St Anne's. Even the youngest pupils are able to reflect silently and participate reverently in prayer. They understand a variety of ways of praying, including meditation, and can articulate what prayer means to them. One Year 4 pupil shared, 'Celebration of the word is our time with God on our own.' Pupils have a secure understanding of the Church's liturgical year and can explain the symbols and colours associated with each season. Reception pupils, for example, were able to set up the focal area and explain the significance of each symbol used in prayer, including the use of green cloth for Ordinary Time. Pupil faith leaders play an active role in supporting others in prayer and liturgy, helping to prepare prayer spaces, guiding younger pupils and marking the entrance to worship by carrying candles. Older pupils are beginning to reflect on their experiences of leading prayer, identifying what went well and how they might improve next time; however, opportunities for this are inconsistent across year groups and do not always focus on enhancing the quality of prayer.

Prayer is central to the life of the school. Prayers are said throughout the day, and staff ensure that pupils are knowledgeable about the daily and weekly pattern of prayer. Relevant scripture is used appropriately within class worship. Staff feel confident in planning and delivering prayer and liturgy, as well as in supporting pupils to lead these experiences. Although some initial steps have been taken, opportunities for spontaneous, creative and independent prayer are not fully embedded across the school. Music is used to great effect in

whole-school and class-based worship, enriching the prayer experience and encouraging pupils to sing with pride. Each classroom has a prayer table that is used by pupils, and the focal table in the hall also shows some evidence of pupils' spontaneous prayer. These spaces include age-appropriate artefacts, prayers and pupils' work, and reflect both the liturgical year and the school's values. Positive links between the school and parish are emerging, providing opportunities for pupils to share their faith. Parents agree that they are fully involved in the prayer life of the school, both formally and informally, and recognise that leaders are supporting the faith development of pupils and their families. The attendance of staff, including leaders, at weekend Mass is highly valued by the community at St Anne's.

Leaders and governors understand the importance of placing prayer at the centre of school life and use the diocesan model to shape their policy for prayer and liturgy. Prayer has a high profile within the school's physical environment, in newsletters and on the informative school website. Senior leaders have a secure understanding of the liturgical year and have devised an annual plan of provision that outlines expectations and progression in pupils' involvement in worship. Pupils have opportunities to lead prayer and liturgy, with one parent noting, 'My child is a faith leader and takes his role very seriously.' Leaders have ensured that these opportunities are carefully recorded in well-presented class prayer journals, showcasing pupils' growing confidence in prayer. Together with the parish priest, leaders ensure that prayer and liturgy opportunities are purposeful, relevant and appropriate to the needs of all participants. Leaders, including governors, use monitoring to inform their expectations for prayer and liturgy; however, this does not consistently identify next steps for improvement. They are clear about the professional development needs of staff and provide support to nurture confidence and broaden the range of prayer experiences available. Alongside this, leaders ensure that all staff have regular opportunities to lead prayer with their colleagues, strengthening confidence and shared practice.

Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	147135
School DfE Number (LAESTAB)	3903322
Full postal address of the school	Off Pickering Green, Gateshead, NE9 7HX
School phone number	0191 4334053
Headteacher or Head of School	Mrs Lisa Stokoe
Chair of Governors	Paul Arrowsmith
School Website	www.stannesharlowgreen.bwcet.com
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bishop Wilkinson Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	29 November 2018
Previous denominational inspection grade	Outstanding

The Inspection Team

Paul Craig Lead

Allyson Thorpe

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement